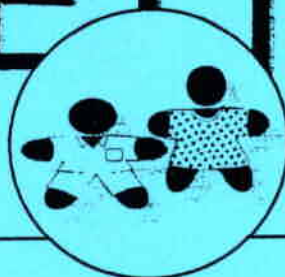

Wisconsin Child Care Information Center

NEWSLETTER



Issue 34, March 1998



MUSIC & UPBEAT ACTIVITIES

It Couldn't Be Done

Somebody said it couldn't be done,
 But he with a chuckle replied
 That "maybe it couldn't", but he would be one
 Who wouldn't say so until he had tried.
 So he buckled right in with a trace of a grin
 On his face. If he worried he hid it.
 He started to sing as he tackled the thing
 That couldn't be done, and he did it.



Somebody scoffed: "Oh, you'll never do that;
 At least no one ever has done it";
 But he took off his coat and he took off his hat,
 And the first thing we knew he'd begun it.
 With a lift of his chin and a bit of a grin,
 Without any doubting or quiddit,
 He started to sing as he tackled the thing
 That couldn't be done, and he did it.

There are thousands to tell you it cannot be done,
 There are thousands to prophesy failure;
 There are thousands to point out to you, one by one,
 The dangers that wait and assail you.
 But just buckle in with a bit of a grin,
 Just take off your coat and go to it;
 Just start to sing as you tackle the thing
 That "cannot be done", and you'll do it.

-Edgar A. Guest

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The Wisconsin Child Care Information Center is a project sponsored by
 The Office of Child Care
 Division of Economic Support
 Wisconsin Department of Workforce Development

Music Makes the Difference

There are few jobs less relished by caregivers than trying to get kids to clean up and prepare for a change in activities. I found I disliked the sound of my own voice delivering unwelcome edicts, "Quiet down!" or "Time to put things away!". Responding to the din one day, I sat down at the piano and began to play Thompson's "Etude in Style". The room automatically quieted down and I was joined on the piano bench by warm bodies leaning into the music. As I continued, the children's play resumed but the noise and stress level had calmed down significantly.

After that, when voices began to get angry, I would play music; Mozart's "Minuet in G", rhythmic and regular, seemed to tell the group to let go and compromise. Weber's "Prayer" helped breathing become regular and whispering to cease at rest time.

And so, to the tune of "Joyous Farmer", by Schumann, my classes would begin to put away their toys. If the piano played lightly and briskly, the children mimicked that; if I played slowly and darkly on the low range of the instrument, the group tromped heavily around in their clean-up duties. Sometimes it became a race as we sped through to a breathless finish with the gang ending all aheap on the rug by the piano. The measure of the method's success came when one of the children requested cleanup time when our day had barely begun!

At one point, I was teacher-director of a newly opened half-day preschool located in a church. The congregation had a keen desire to create a place for kids, but unfortunately, the desire was not matched by adequate facilities. Despite renovations that complied with state safety codes for licensed child care centers, the church had an awkward floor plan and the center still had to deal with the issue of shared space with other church-sponsored clubs and groups. So the staff and I carried food up and down stairs, used sanctuary space for large motor activities, and operated chiefly out of a large closet that was unpacked in the morning and packed again in the afternoon.

However, there was a piano.

One day, the center was visited by the state licensor, who was to give the program the final "yea or nay" as to whether it could continue to operate. She had a reputation for not liking church-sponsored child care because it was done on a shoestring. She came early in the morning to look over the paperwork. During free play, she wandered through our meandering facility, with a closed look on her face, sometimes chatting with a child involved in play. It came to clean-up time. I began our song and the children gaily began to put the toys and equipment away. As they gathered on the rug, I launched into "Rustic Dance", by Howell, and the children began to skip about on their toes, turning the space into a twirling swirl of drifting artists.

Then the music changed. Calling from the piano, I began to tell a story about a seed that fell into a crack in the sidewalk...

"The seed was rained on. Hard rain. And snowed on. Cold snow. And shone on. By a nice warm sun. And the seed started to grow. Fatter, as it drank the water. It was tight in the crack in the sidewalk. And tighter. And tighter. Until POP! The seed had become a seedling."

The children had been freely enacting the story as it unfolded, shivering with the cold invisible snow and getting smaller and cramped in the imagined sidewalk crack, finally jumping up when the seedling sprouted. The music had accompanied their movements.

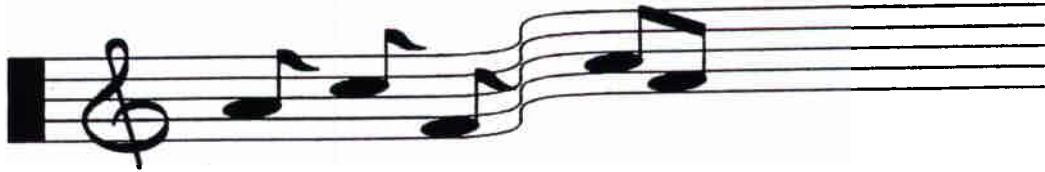
I was surprised when the face of the state inspector peeked at me over the back of the piano. Not only had I forgotten all about her as I played with the children, but she looked so different from what she had on arrival. Her face virtually glowed with delight. She said she was leaving then but she just wanted to tell me she was so pleased by how we incorporated music into the very pulse of the program that she gave us an A+ rating. The best compliment came when she said she saw before her a group of happy contented children and it made her wish she still had a classroom of her own.

Music made the difference.



-Lita Kate Haddal, editor

Articles to Keep



1. **Window On...Music.** *Child Care Information Center.* This is a compilation of all the articles, books and audio-visual materials listed in previous newsletters on the subject of music, collected in one handy reference list to simplify ordering.
2. **Music and Learning Styles.** Margery A. Kranyik. *First Teacher*, 9/10-91. Everyone absorbs knowledge in individual ways. To many, music is the most pleasant way to receive and retain new concepts.
3. **Welcome to Lala's Land.** Mimi Brodsky Chenfeld. *Young Children*, 7/96. This popular educator shares some secrets of making music come alive for children and teacher alike.
4. **Music Teaches Children About Themselves and Others.** Betsy L. Nichols/Alice S. Honig. *Early Childhood Education Journal*, Vol.24, No.4, 1997. Much happens in the musical setting that can be transferred into other areas of life: learning to recognize and create sound and rhythm patterns, changing attitudes, expressing emotions. The musical medium allows children a joyful way to control and manipulate their world.
5. **Curriculum Pullout: Learning Through Music & Movement.** *Scholastic Early Childhood Today*, 11/12-96. 12 activity plans for ages 2-6, family send-home pages in English and Spanish, and a story to tell to music.

The following articles contain ideas for incorporating music and rhythm, instruments and singing activities into the day for family or group child care.

Equipment:

6. **Strike Up the Band.** Barbara F. Backer. *First Teacher*, 7/8-92. Make your own instruments.
7. **Using Recorded Music With Young Children: A Guide for Nonmusicians.** Mary Renck Jalongo. *Young Children*, 7/96. Just because you aren't trained to play an instrument or have trouble carrying a tune does not mean you can't have a rich musical environment.
8. **Musical Manipulatives.** Margery A. Kranyik. *First Teacher*, 1/2-92. Make music a hands-on experience.
9. **Songs to Grow On.** Doris Willens. *Parents*, 11/94. Personalize these well-loved kids' songs adapting them to a child's everyday world.

Infant/Toddler:

10. **Toddler Time: Always On the Move!** Jeannine Perez. *First Teacher*, 5/6-92.
11. **Toddler Time: Sing a Song of Learning.** Jeannine Perez. *First Teacher*, 1/2-97.

Preschool:

12. **Reading, Writing, and...Music!** Ellen Javemick. *First Teacher*, 7/8-92.
13. **The Lyrics of Summer.** Margery A. Kranyik. *First Teacher*, 7/8-91.
14. **Sound Stories.** Margery A. Kranyik. *First Teacher*, 1/2-96.

15. **Teach With Music and Movement.** Sherry Burrell. *First Teacher*, 1/2-97.
16. **Celebrate With Music and Movement.** Margery A. Kranyik. *First Teacher*, 1/2-97.
17. **Moving Along - On Your Feet!** Margery A. Kranyik. *First Teacher*, 3/4-97.
18. **Activity Plan, Ready-To-Use Teaching Ideas for Threes and Fours: Musical Follow-the-Leader.** Scholastic *Early Childhood Today*, 8/9-97.

School-Age:

19. **Integrating Music With Whole Language Through the Orff-Schulwerk Process.** Donna Crinklaw-Kiser. *Young Children*, 7/96.
20. **Music Makes the School Go Round.** Heidi Lazdauskas. *Young Children*, 7/96.
21. **Let's Sing It Again: Creating Music With Young Children.** Jan Wolf. *Young Children*, 2/92.

Ideas

Bubble Wrap Rhythm Band

Let children try to keep time to a song with a well marked beat by popping the bubbles on the plasticwrap that comes as packing insulation. Waiting for a particular time in a song, such as "Pop! Goes the Weasel", to squeeze out the sound allows little ones time to get their fingers on a new bubble. Older children might find it fun to make noises with their feet, elbows, or by sitting on the bubble wrap. Make sure the bubblewrap is thrown away when you are done with your popping and it has served its purpose as a musicmaker.

Broom Handle Rhythm Sticks

Saw wooden broom handles into eight- to twelve-inch sections to create pairs of rhythm sticks. Sand the newly sawn edges so they are free of splinters. Painting them can become another project. Rhythm sticks can be part of the outdoor toy equipment, too. Beating a rhythm on a tree is different than beating one on a rock, or garbage can, or bike wheel. Does wet asphalt sound different from dry? Creating a band in the sand box on upended buckets or on the top of a climbing structure is great fun, too.

Recitals

Instead of show and tell, let the children have the stage at the piano keyboard or xylophone. Give each child a turn to create a song that the rest of the group listens to. Ask them what they thought about when they played their song, does it have a name, could

the other children hear the music tell them a story while they listened. Audiotaping the children's inventions saves them for replaying later, which the children also love to do. Homemade lyrics can be put to especially good melodies for the group to learn and sing together. As the children become familiar with this activity, they may choose to combine their composing with dancing, working together in their performances. Props such as scarves or streamers can enhance the movement. Edited versions of the tapes make a wonderful program for parents' meetings without putting performance pressure on the children.

Listening Artists

When children are tired and need a restful activity, provide them each with a large piece of drawing paper and several colors of crayon or chalk. Make sure they have plenty of room to move their arms. Working on the floor often works best. Put on a recording of classical music and ask them to draw to the music. It is not necessary to give them a topic; encourage them to draw what they feel, so that rather than a picture, they create a design. Their movements and color choices will likely reflect the rhythm and moods of the music. The products of this activity often make good items to include in children's portfolios to share with parents at conference time.



-Ideas by tante Lita

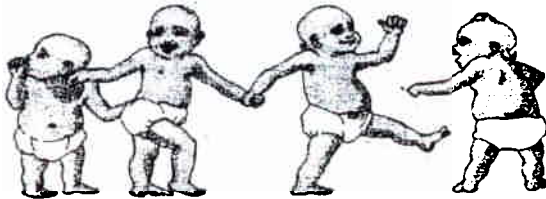
New Books to Borrow

22. **Learning Through Play: MUSIC & MOVEMENT: A Practical Guide for Teaching Young Children.** Ellen Booth Church. A collection of activity plans and ideas for extending music and movement activities for varying age levels, by a regular contributor to *Scholastic Early Childhood Today*.
23. **Young Children Rap.** Chris Meissel. Raps, rhymes and learning activities about African American role models.
24. **All Night, All Day: A Child's First Book of African-American Spirituals.** Ashley Bryan. A colorful book of art and music.
25. **Celebrating Girls. Nurturing and Empowering Our Daughters.** Virginia Beane Rutter. A light and positive look at the past and how to work now at boosting self-esteem in women and girls.
26. **Beyond Dolls & Guns. 101 Ways to Help Children Avoid Gender Bias.** Susan Hoy Crawford. Simple ways to change the everyday procedures and seemingly insignificant messages given to all children that may now be hindering them from trying to do more in a better way.
27. **300 Three Minute Games. Quick and Easy Activities for 2-5 Year Olds.** Jackie Silberg. Charming ideas for laptime, waiting situations, transition time, bath time and more.
28. **Driven to Distraction. Recognizing and Coping with Attention Deficit Disorder from Childhood Through Adulthood.** Edward M. Hallowell, M.D./ John J. Ratey, M.D. A thorough background information source in readable language; practically oriented with management tips and anecdotal illustrations of points made.
29. **Maybe You Know My Kid. A Parents' Guide to Identifying, Understanding and Helping Your Child with Attention-Deficit Hyperactivity Disorder.** Mary Fowler. A realistic yet hopeful book of strategies that minimize the effects of the disorder on the child and help him/her experience competence and success.
30. **How Your Child is Smart. A Life-Changing Approach to Learning.** Dawna Markova with Anne R. Powell. Understanding the patterns in which different children learn means using different approaches and variety in knowledge delivery. Those who know the child best need to communicate with the teacher about that child's unique needs. This book identifies the different types of learners and some of the best approaches to use in helping them to learn.
31. **365 Days of Baby Love. Playing, Growing and Exploring with Babies From Birth to Age 2.** Sheila Ellison/ Susan Ferdinandi. Compact book of surefire activity ideas.
32. **Baby Games. The Joyful Guide to Child's Play from Birth to Three Years.** Elaine Martin. A collection of many common sense activity ideas using common items, traditional tunes and recipes, and simple interaction.
33. **Games to Play with Toddlers.** Jackie Silberg. Easy-to-read format which identifies the skills to be practiced in the activity.

34. **Without Spanking or Spoiling. A Practical Approach to Toddler and Preschool Guidance.** Elizabeth Crary. An updated version of a popular collection of handy guidance tips that build on prevention as the best cure for behavior problems.
35. **So This is Normal Too? Teachers and Parents Working Out Developmental Issues in Young Children.** Deborah Hewitt. Some of the most common hurdles met by parents and providers are identified, including toilet training, finicky eating, separation anxiety, tantrums, sharing, swearing, sexual curiosity and others. Action plans and worksheets for adults to guide them through the process of dealing with problem behavior.
36. **School's Out! Resources for Your Child's Time Afternoons, Weekends, Vacations.** Joan M. Bergstrom. Ideas for parents that are readily adaptable to family or group child care. Suggestions for using your community's resources and what to consider for meeting the individual child's goals for leisure time.
37. **The Kids Guide to Service Projects. Over 500 Service Project Ideas for Young People Who Want to Make a Difference.** Barbara A. Lewis. 10 steps to successful service projects and a selection of "how-to" project ideas ranging from adopting zoo animals to crime-fighting.
38. **Curriculum of Love. Cultivating the Spiritual Nature of Children.** Morgan Simone Daleo. An unusual book of spirit-building activities that focus on strengthening self-esteem through finding inner balance, being of service, and creating joy within oneself and for others.
39. **Discovering Great Artists. Hands-On Art for Children in the Styles of the Great Masters.** MaryAnn F. Kohl & Kim Soga. A book designed for teachers who wish to acquaint children with classical art and art styles while inspiring children to try creating their own artwork.
40. **Cooking Art. Easy Edible Art for Young Children.** MaryAnn F. Kohl & Jean Potter. Kohl's usual inviting visual format and collection of ideas is sure to please every "taste" and "palette".
41. **Squish, Sort, Paint & Build. Over 200 Easy Learning Center Activities.** Sharon MacDonald. Age and skills areas targeted are identified for each activity in an easily read format. Many woodworking and construction ideas.
42. **Everything for Winter. A Complete Activity Book for Teachers of Young Children.** Kathy Chamer, editor. A compilation of ideas from other popular books, such as, Where is Thumbkin?, The Outside Play and Learning Book, The Complete Learning Center Book, and others, into theme and activity-type units for easy reference.
43. **Everything for Spring. A Complete Activity Book for Teachers of Young Children; Activities for March, April and May.** Kathy Chamer, editor.
44. **Everything for Fall. A Complete Activity Book for Teachers of Young Children; Activities for September, October, and November.** Kathy Chamer, editor.
45. **The Giant Encyclopedia of Circle Time and Group Activities for Children 3 to 6. Over 600 Favorite Circle Time Activities Created by Teachers for Teachers.** Kathy Chamer, editor.
46. **Counting on Math. Activities for small hands and lively minds.** Pam Schiller & Lynne Peterson. Ages 3-7. Many new ideas for play that reinforces concepts used in math.
47. **Matharts. Exploring Math Through Art for 3 to 6 Year olds.** MaryAnn F. Kohl & Cindy Gainer. Art is a natural medium for manipulation; handling objects also strengthens math concepts. The combination of the two curriculum areas is a refreshingly new way of making math accessible to all.

48. Training Guides for the Head Start Learning Community. Observation and Recording: Tools for Decision Making. U.S. Dept. of Health and Human Services.
49. Competency Based Hiring and Selection of Child Care Teachers. Freda Bernotavicz. Steps involved in the hiring process; job descriptions, forms to use and questions to include in reference checks.
50. NAEYC Accreditation As a Strategy for Improving Child Care Quality: An Assessment. Executive Summary. Nat'l Center for the Early Childhood Work Force.

The W-2 Child Care Personnel Development Project



The Child Care Personnel Development Project is a collaborative of the Office of Child Care and the Division of Workforce Excellence. The Governor's Child Care Working Group recommended a project to recruit and train W-2 participants and others who want to become child care providers. The working group identified the following strategies to be incorporated into the project:

Project coordination

Address issues regarding workforce needs related to child care capacity related to W-2. This includes the training of W-2 participants who are seeking careers in child care. Links will be made with JOB Centers and W-2 agencies for recruitment of possible participants.

Mentor teacher training projects

Start up of consortiums consisting of JOB centers, W-2 agencies, Child Care Resource and Referral agencies, and training institutions to form mentor training programs. A total of 5 programs will be funded: Milwaukee (existing), Fond du Lac, Madison, Racine and Kenosha.

Child care career assistance in Milwaukee

Assist Milwaukee W-2 agencies and related groups in selecting, training and placing W-2 participants and other low-income people in child care jobs and in beginning a career in child care.

A statewide child care careers campaign

Create greater supply and stability of child care facilities by recruiting child care teachers and family child care providers.

Specialized training where needed

Develop specialized entry-level child care curriculum as needed for W-2 participants who are interested in entering the field.

Another aspect of the project is to serve as a statewide focal point with responsibility for assessing the present and future needs for the child care workforce. Integral to this effort is coordination of existing training services that support strategies for workforce recruitment and retention. Research into child care career programs that have proven effective in low-income recruitment, screening, job placement and retention will be used as models.

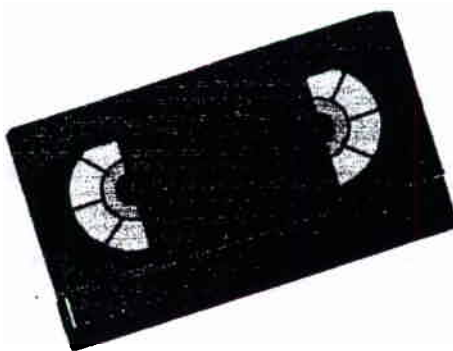
The coordinator for the Child Care Personnel Development Project is Debi Schwid. She can be reached at (608) 261-6974.

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E-mail: schwide@mail.state.wi.us

New Videotapes to Borrow

51. **Children's AV-List.** Complete, updated list of audiovisual materials for children that are available to borrow from the Child Care Information Center. Order yours to keep.
52. **SOCIAL STUDIES: A WAY TO INTEGRATE CURRICULUM FOR 4 AND 5-YEAR OLDS.** By Ann-Marie Mott & Eileen Wasow. New York, NY; Bank Street College of Education, 1991. VHS, color, 34 min. Companion videotape to the book Explorations With Young Children. Four and five year olds visit a neighborhood shoe store and engage in related classroom experiences with blocks, art, math, music, and lots of shoes brought from home
53. **CHILDREN AT THE CENTER: REFLECTIVE TEACHERS AT WORK.** Produced by Margie Carter. Seattle, WA; Harvest Resources, 1997. VHS, color, 24 min. + trainer's guide + companion book Reflecting Children's Lives. A fascinating and challenging first hand look at how teachers in two early childhood programs have begun to shift their thinking and practice to become more authentically child-centered.
54. **SETTING SAIL: AN EMERGENT CURRICULUM PROJECT.** Produced by Margie Carter. Seattle, WA; Harvest Resources, 1997. VHS, color, 19 min + viewer's guide. The story of one in-depth long term emergent curriculum project that teachers undertook with preschoolers. The project focused on the sailing and sinking of the Titanic and began when a child came to the center singing a song about the Titanic he had learned from his dad.
55. **CIRCUS FUN.** From MISTER ROGERS' NEIGHBORHOOD SERIES. By Fred Rogers. Pittsburgh, PA; Family Communications, Inc., 1987. Closed captioned for the hearing impaired. Mister Rogers and Betty Aberlin visit the circus and meet trapeze acrobats, elephants, and clowns. In the Neighborhood of Make-Believe, Lady Aberlin and Chuckles the Clown help Daniel Tiger talk about his fear of clowns and costumes and help Nancy Caterpillar realize she is beautiful just the way she is both before and after she becomes a butterfly.
56. **LEARNING IS EVERYWHERE!** From MISTER ROGERS' NEIGHBORHOOD SERIES. By Fred Rogers. Pittsburgh, PA; Family Communications, Inc., 1992. VHS, color, 28 min. Closed captioned for the hearing impaired. Mister Rogers shows that the world is full of things to wonder about and that learning is everywhere. With the help of Mr. McFeely, he learns about batteries. Neighbor Maggie Stewart sings and signs a song about smiling. In the Neighborhood of Make-Believe, there's a new invention called a learning machine, but Daniel Tiger and his friends find out we all need people who care about us to help us learn.
57. **MAKING AND PLAYING HOMEMADE INSTRUMENTS.** Taught by Cathy Fink & Marcy Marxer. Woodstock, NY; Homespun Video, 1989. VHS, color, 60 min. Cathy and Marcy demonstrate how to make and play a mouthbow, oatmeal box banjo, bleach bottle banjo, oatmeal box congas, spoons, bottle cap castanets, tin can maracas, washtub bass, and washboard. Ideas to use with children ages 5-12.



58. **YODEL-AY-HEE-HOO!!!** From CATHY & MARCY'S SONG SHOP SERIES. Produced by Cathy Fink. Takoma Park, MD; Community Music, 1996. VHS, color. 30 min. Cathy and Marcy feature a yodeling lesson and yodel-along, a "zipper" song that kids from the audience help to make up, a story told with "hand" puppets, and two songs sung in English and American Sign Language, plus traditional sing-alongs. Ages 2+.

59. **IS NOT, IS TOO!** From CATHY & MARCY'S SONG SHOP SERIES. Produced by Cathy Fink. Takoma Park, MD; Community Music, 1996. VHS, color. 30 min. Join in with Cathy and Marcy as the banjo, hammered dulcimer, guitar and percussion instruments set the stage for your own sing-along. Play your very own Air Guitar, sign along in American Sign Language, become a graduate of Marcy's Clapping Institute, and be a part of the music. Ages 2+.

60. **NOBODY ELSE LIKE ME: SONGS THAT CELEBRATE THE DIVERSITY OF CHILDREN.** From CATHY & MARCY'S HELP YOURSELF SERIES. Cathy Fink & Marcy Marxer. Hollywood CA; A & M records, 1994. Audiocassette, 37 min. + lyrics. This is Cathy and Marcy's special collection of children's songs celebrating the individuality and diversity of children. Features seven languages and a fabulous children's chorus. Ages 2-12.

61. **AIR GUITAR: SONGS FOR KIDS.** Cathy Fink & Marcy Marxer. Fairview, NC; High Windy Audio, 1993. Audiocassette, 36 min. + lyrics. Wonderful children's songs from Cathy and Marcy. Rock and roll, blues, swing, folk—it's all here waiting for you to join in. Ages 2-12.

62. **CATHY & MARCY COLLECTION FOR KIDS.** Cathy Fink and Marcy Marxer. Cambridge, MA; Rounder Records Corp., 1994. Audiocassette, 43 min. + lyrics. Cathy and Marcy present 15 favorites from three different award-winning albums. This is some of the best children's music ever. Ages 2-12.

63. **BLANKET FULL OF DREAMS.** Cathy Fink and Marcy Marxer. Cambridge, MA; Rounder Records Corp., 1996. Audiocassette, 42 min. + lyrics. Original Cathy and Marcy lullabies for night time, nap time, or any quiet, reflective time with a child. With Celtic harp, banjo, guitar, mandolin, hammered dulcimer, sax, flute, piccolo and vocals. Lovely and loving music.

*Beauty that comes to one unasked
Is like a cooling shower
That washes away all pain;
Like a bird singing in the night,
And a single flower
Blooming in a forgotten garden.
—Harriette Eaton*



64. **SOUNDS AROUND.** Written and directed by Karin Lamb; produced and directed by Gina Lamb. Eureka, Mt; Bo Peep Productions, 1993. VHS, color, 28 min. + guide. This video explores the sounds in our lives, from music and machines to animals and people. Children will have fun identifying, comparing and imitating the wide variety of sounds.

65. **WHICH WAY WEATHER?** Written and directed by Karin Lamb; produced by Gina Lamb. Eureka, MT; Bo Peep Productions, 1995. VHS, color, 30 min. + song book + guide. This fun look at weather conditions features young children enjoying all kinds of outdoor activities: puddle stomping, kite flying, swimming, sailing, leaf piling, pumpkin picking, skating, sledding and more. For ages 18 months - 6 years.

66. **FOR OUR CHILDREN.** Burbank, CA; Walt Disney Company, 1991. Audiocassette, 64 min. Familiar children's songs performed by celebrities, including Little Richard, Paul McCartney, Bruce Springsteen, Bette Midler, Bob Dylan, Meryl Streep, Brian Wilson and many others, to benefit the Pediatric AIDS Foundation. An entertaining tape adults and children can share.

His songs were the key to his heart. He sang them to me and patiently taught me the words and melodies until I had mastered every verse. Then he and I would sing them together everywhere we went. They were camp songs and barbershop tunes, raucous choruses, and love songs that tore at your heart. We sang them all. And I would rest my head against his muscled arm and smell the scent of him and love him more.

-Pamela Kennedy, about her father.

REFRAMING DISCIPLINE. Beaverton, OR; Educational Productions, Inc., 1997. 6 VHS, color, 25 min. tapes + 3 facilitator's guides + 3 viewer's guides.

Excellent guidance and discipline series for all adults working with children from three to eight. Each of the three units pairs a teaching video with an interactive practice video. The teaching video shares real life classroom struggles and positive discipline in action. Each practice video gives viewers a chance to examine attitude, learn new skills, and practice with vivid classroom footage. The flexible training packet includes many useful print materials and works well for group training or self-study.

67. **Unit 1: DOING THE GROUNDWORK.** This program addresses the frustration and concerns teachers have when their discipline efforts aren't working. It examines several attitudes that make it difficult to use discipline sensitively and effectively with children 3 to 8. The Teaching Video shows how teachers often get stuck in a reactive mode, stopping the same misbehavior again and again, without helping children learn more appropriate behaviors. The Practice Video helps viewers reflect upon and explore their own reactions to these points and begin to reframe their own core beliefs about discipline.

68. **Unit 2: CONNECTING WITH EVERY CHILD.** The key to successful discipline is the relationship we have with a child. We easily make connections with children who cooperate and try to please, but without realizing it, we may avoid others who constantly act out or "push our buttons". This video teaches one of the most powerful techniques for connecting with children: acknowledging what they think, what they do and what they feel. The Practice Video contains exercises that help viewers examine and practice more fully what they have just learned.

69. **Unit 3: UNDERSTANDING DIFFICULT BEHAVIOR.** Repeated misbehavior has meaning, and for successful interventions we need to ask, "Why does he do that?" rather than leaping right to the question, "What should I do?" A great deal of children's misbehavior sends one of the following three messages: I have an unmet need, I lack the skills, There's a lack of fit. The Practice Video helps us decipher a child's message by developing questioning strategies to discover why the child might be misbehaving.

*A laugh is just like music,
It lingers in the heart.*

-Otto Arthur Morton

*I like a house that somehow holds
The echo of a song
That neighbors stop and listen to
Then take its notes along.*

-June Masters Bacher



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- ♥ **Phone** 1-800-362-7353 to place your order.
- ♥ **Identify** the newsletter issue number and the number(s) beside the item(s) you wish to order or borrow.

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